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ABSTRACT

The shortage of minority teachers in public schools has reached a critical level and comes at a time when the U.S. population is becoming increasingly diverse. Since 1981, Black and Hispanic students have made up the majority of public school enrollments. These and other data strongly indicate the need for diversity in the teaching ranks. In line with these data, an 8-question survey was mailed to every school district in the 12 southeastern states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Missouri, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia). The survey requested information regarding employment availability and candidate supply comparisons for one and four years prior to the survey, predictions for the 1995-96 year, and factors impacting hiring. Of the 2,202 surveys sent to chief hiring officials, 629 (29 percent) were returned. Minority personnel supply remains inadequate among most school systems surveyed. However, a noticeable decline in the percentage of respondents perceiving the supply of minority administrators as "less than needed" was evident when compared with teacher supply. Demand in general seems to indicate that opportunities for employment continue to be good for minority elementary teachers, elementary administrators, and secondary administrators, and that secondary teaching opportunities appear slightly improved. (Contains 40 tables, graphs, and charts.) (JLS)

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Minority Supply and Demand

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Perceived Supply and Demand of Minority Teachers and Administrators in the Southeast United States

The United States population is increasingly becoming more diverse according to statistics of the U.S. Census Bureau.

> The race and Hispanic-origin (middle-series) distribution of the United States population is projected to become more diverse. As the Black; Asian and Pacific Islander; American Indian, Eskimo, and Aleut; and Hispanic-origin populations increase their proportions of the total population, the non-Hispanic White population proportion would decrease. By the turn of the century, the non-Hispanic White proportion of the population is projected to decrease to less than 72 percent with almost 13 percent Black; 11 percent Hispanic origin; 4 percent Asian and Pacific Islander; and less than 1 percent American Indian, Eskimo, and Aleut. By 2050, the proportional shares shift quite dramatically. Less than 53 percent would be non-Hispanic White; 16 percent would be Black; 23 percent would be Hispanic origin; 10 percent would be Asian and Pacific Islander; and about 1 percent would be American Indian, Eskimo, and Aleut (U.S. Census Bureau, 1996).

Figure 1 shows the U.S. population diversity from 1990 - 2050. Such diversity is bringing cultural variations and special needs to our schools. Since 1981, black and Hispanic students have made up the majority of public school enrollments in central cities (NCES, 1995), and will continue to be more so in the future in most all school systems. The value of minority educators can not be overstated in light of forecasted enrollment demographics. A desire to increase minority teachers and administrators is most frequently associated with providing students a positive role model. Furthermore, minority teachers and administrators seem to be attracted to institutions where minority staff are already part of the organization. Other reasons for seeking an increase in the number of minority teachers and administrators center around cultural understanding, communication and being competitive in a global society.

Student enrollment is projected to increase from 46.8 million in 1991 to 53.0 million in 2002. It is expected that an increase in classroom teachers from 2.8 million in 1991 to 3.3 million in 2002 will occur (NCES, 1993). These projections, accompanied by demographics identified previously, strongly indicate the need for diversity in the teaching ranks. The shortage of blacks and other minority teachers in public schools throughout the United States has reached a critical level. The shortage comes at a time when the U.S. is rapidly becoming a nation of minorities.

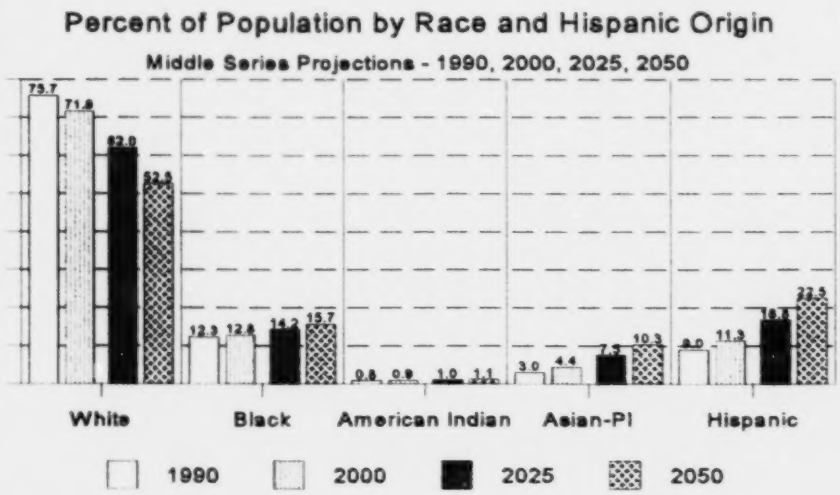

Figure 1

Prepared by: John W Schaerer, Ed. D., Neal W. Vickers, M.Ed., Ken E. Hansing, M.Ed., and Art S. Harvey, M.Ed.
This research report was supported by Arkansas State University, University of Georgia, Eastern Kentucky University and Dalton Public Schools, Dalton, Georgia, and does not represent the official position of any of the institutions.

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PURPOSE OF THE STUDY

In an attempt to acquire a better understanding of the demand for educators versus the supply of applicants this study was conceived. The study focused on the conditions of demand and supply of minority educators. It has been well established that a need for minority educators exists. The data gauges the level of demand for minority educators in the schools of the southern United States, and illuminate how available minority candidates have been in the marketplace. The need has been established, but what level of the demand exists, and how prevalent are the candidates? An eight question survey instrument, mailed to every school district in 12 southeastern states, requested information regarding employment availability and candidate supply comparisons for one and four years ago, predictions for the 1995-96 year, and factors impacting hiring. The states surveyed consisted of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Missouri, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Respondents were the chief hiring officials for the surveyed district. An indication of the return from the initial and two follow-up mailings is illustrated in Table 1.

An eight question survey instrument, mailed to every school district in 12 southeastern states, requested information regarding employment availability and candidate supply comparisons for one and four years ago, predictions for the 1995-96 year, and factors impacting hiring. The states surveyed consisted of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Missouri, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Respondents were the chief hiring officials for the surveyed district. An indication of the return we gathered from our initial and two follow-up mailings is illustrated in Table 1.

State	Number Sent	Number Returned	Percent Returned
Alabama	128	35	27%
Arkansas	340	78	23%
Florida	67	27	40%
Georgia	185	85	46%
Kentucky	182	84	46%
Louisiana	67	15	22%
Mississippi	165	101	61%
Missouri	543	27	5%
North Carolina	135	55	41%
South Carolina	114	32	28%
Tennessee	142	27	19%
Virginia	134	63	47%
Total	2202	629	29%

Table 1. Frequency of Return

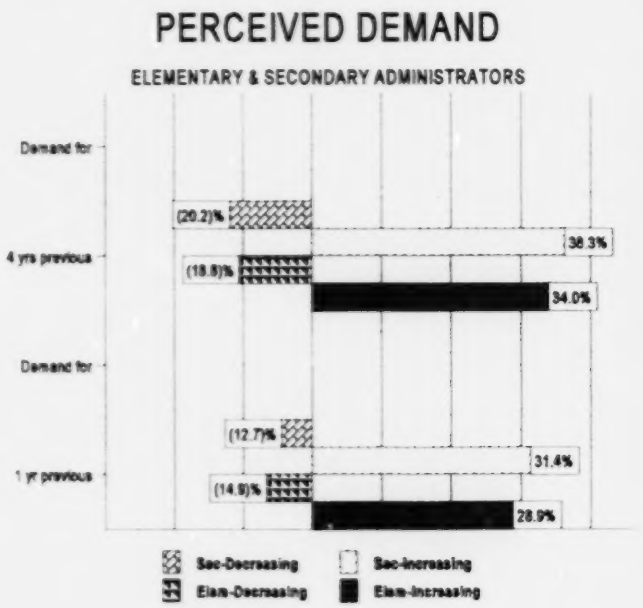

Figure 2

All data were examined through application of descriptive statistics (i.e.: means, standard deviations), and by comparing selected variables for examination through one way ANOVA. The discussion of findings are presented in the following order : (1) Elementary Administrators, (2) Secondary Administrators, (3) Elementary Teachers, (4) Secondary Teachers, and (5) Conclusions.

ELEMENTARY ADMINISTRATORS

Overall Demand Compared to 4 Years Ago

Considering the overall demand for elementary administrators when comparing school year 1994-95 with school year 1990-91 respondents indicated approximately 34%, or 210, systems perceived employment opportunities to be improved (Figure 2). Approximately 18.8%, or 116, systems indicated employment opportunities to be less favorable. Two hundred ninety-two, or 47.3% of systems responding, indicated employment opportunities to be the same.

Overall Demand Compared to One Year Ago

Overall demand for elementary administrators, comparing 1994-95 versus one year previous (1993-94) was perceived to be approximately the same for 56.2% or 347 systems.

Predicted Overall Demand for 1995-96

The expected demand, in general, for 1995-96 was perceived to be essentially the same as in 1994-95 by 56.2%, or 348 systems. Approximately 14.9%, or 92 systems, expected the demand to be worse to much worse, while 28.9%, or 179 systems, predicted the demand to be better or much better (refer to Figure 3).

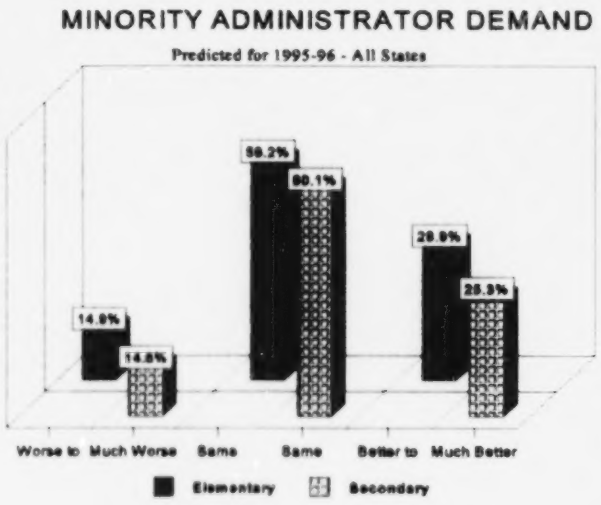

Figure 3

Minority Supply Compared to 1 & 4 Years Ago

Considering actual elementary administrator minority applicants for the school year 1994-95 versus 1 year earlier, 33.1%, or 200 systems, perceived the number of minority elementary administrators as being the same and adequate (Figure 4). Four hundred and five systems, or 67%, felt minority applicants were the same, yet inadequate.

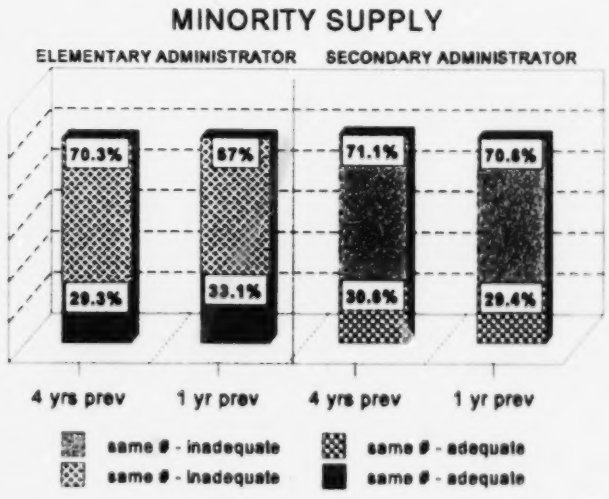

Figure 4

The minority applicant supply for 1990-91, illustrated in Figure 5, compared to 1994-95 was perceived to have changed somewhat. Approximately 30.0% or 211 systems reported the minority supply as being sufficient. A decline in the perceived sufficiency of minority administrator applicants was indicated by 67.2% or 371 districts. However, 3.2% perceived minority applicants increased slightly to significantly in 1994-95 versus the previous year (Figure 5).

When comparing the adequacy of minority applicants to four years earlier, 29.3%, or 175 systems, felt the number was the same and adequate, while approximately 70.3%, or 420 systems, perceived the number to be the same yet inadequate (Figure 4).

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SECONDARY ADMINISTRATORS

Overall Demand Compared to 4 Years Previous

Considering the overall demand for secondary administrators when comparing school year 1994-95 with school year 1990-91 respondents indicated approximately 36.3%, or 221 systems, perceived employment opportunities to be improved (Figure 2). Approximately 20.2%, or 123 systems, indicated employment opportunities, or demand, to be less favorable (Figure 2). Two hundred sixty-five, or 43.5% of systems, responding indicated employment opportunities to be the same.

Overall Demand Compared to 1 Year Previous

Overall demand for secondary administrators, comparing 1994-95 versus one year previous (1993-94) was perceived to be approximately the same for 55.7%, or 342 systems. A decline from increasing demand was noted when compared with four years previous (36.3% for four years previous versus 31.4% for one year previous - see Figure 2). A decline was also perceived by systems when compared with four years previous for elementary administrators (Figure 2).

Predicted Overall Demand for 1995-96

The expected demand, in general, for 1995-96 was perceived to be essentially the same as in 1994-95 by 60.1%, or 330 systems. Approximately 14.6%, or 90 systems, expected the demand to be worse to much worse (decreasing) , while 25.3%, or 156 systems, predicted the demand to be better to much better (Figure 3).

Minority Supply Compared to 1 Year Previous

Considering actual secondary administrator minority applicants for the school year 1994-95 versus school year 1993-94 approximately 29.4%, or 177 systems, felt the number of minority secondary administrators as being the same and adequate. Approximately 425 systems, or 70.6%, felt the number of minority applicants was the same, yet inadequate (Figure 4).

Data relative to minority applicant supply for the 1994-95 school year versus 1993-94 indicated approximately 62.7%, or 375 districts, perceived the minority applicant supply as less than needed while 33.8% or 202 districts felt the supply was sufficient, and only 3.5% or 21 perceived the supply of minority applicants to be greater than needed (Figure 5).

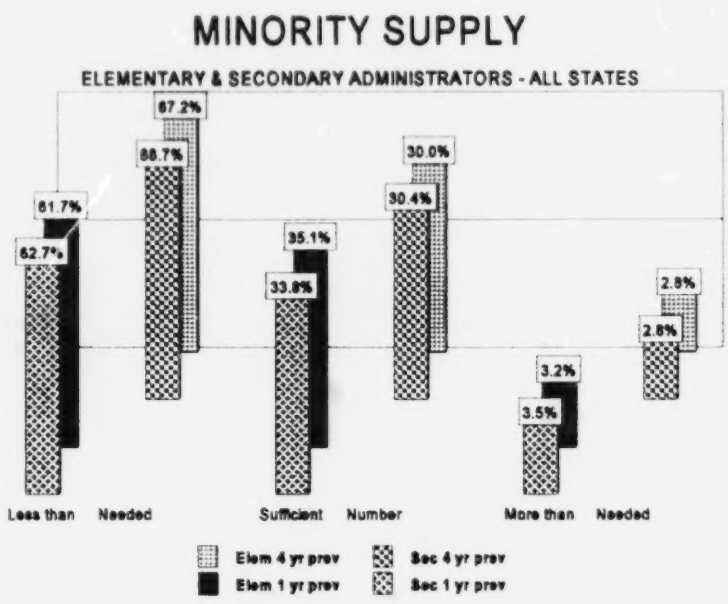

Figure 5

Minority Supply Compared to 4 Years Previous

Data relative to minority applicant supply for the 1994-95 school year versus 1990-91 indicated approximately 66.7%, or 402 systems, perceived the minority applicant supply as less than needed (Figure 3). While 30.4%, or 183 systems, felt the supply was sufficient, and only 2.8%, or 27 systems, perceived the supply of minority applicants to be greater than needed.

Regarding the number of minority applicants for school year 1994-1995 relative to the number four years previously (1990-91), approximately 30.6%, or 182 systems, felt the number of minority applicants was the same and adequate while approximately 71.1%, or 423 systems, perceived the number of applicants in the 1994-95 school year to be the same yet inadequate (Figure 3).

ELEMENTARY TEACHER

Overall Demand Compared to 4 Years Ago

Overall demand for elementary teachers when comparing school year 1994-95 with school year 1990-91 indicated approximately 35.4%, or 221 systems, perceived employment opportunities to be improved (Figure 6). Approximately 26.0%, or 163 systems, indicated employment opportunities to be less favorable (Figure 6). Two hundred forty-one, or 38.6% of systems, responding indicated employment opportunities to be the same.

Overall Demand Compared to 1 Year Ago

Overall demand for elementary teachers, comparing 1994-95 to one year previous 1993-94 was perceived to be approximately the same for 49.8% or 310 systems. Approximately 28.2%, or 175 districts, indicated an increase, while 137, or 22%, noted a decline in overall demand for minority elementary teachers (Figure 6).

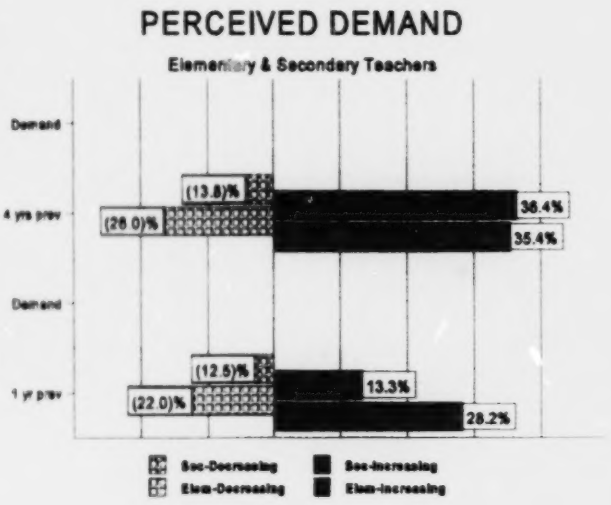

Figure 6

Predicted Overall Demand for 1995-96

Concerning the overall expected future demand for 1995-96, based on 1994-95, one hundred twenty six or 20.3% perceived the demand as increasing (Figure 7). Approximately 23.8% or 148 respondents perceived the demand as decreasing (see Figure 7). The expected future demand was perceived to be the same by approximately 55.8% or 347 school systems.

Minority Supply Compared to 4 Years Ago

Regarding the number of minority applicants for school year 1994-1995 relative to the number four years previously (1990-91), approximately 25.8%, or 156 systems, felt the number of minority applicants was the same and adequate, while approximately 68.3%, or 414 systems, perceived the number of applicants in 1994-95 versus the 1990-91 school year to be the same yet inadequate (see Figure 8). However, 13.7%, or 83 systems, reported a slight to significant increase in minority applicants in 1994-95 versus 1990-91. One hundred nine, or 18.0%, perceived a slight to significant decrease.

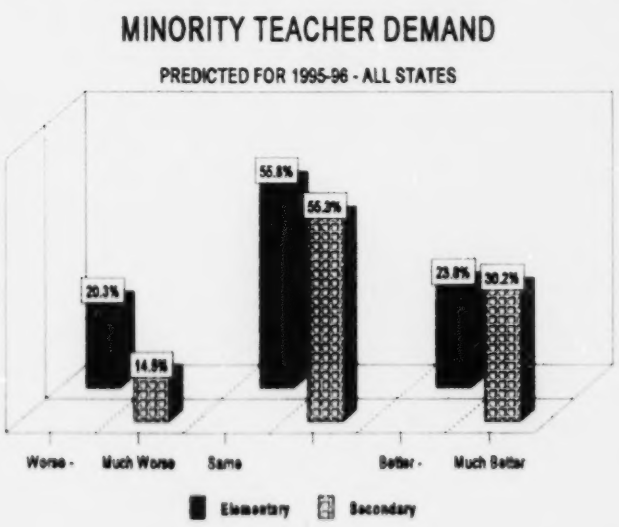

Figure 7

Considering minority applicant supply for school year 1994-95, compared with 1990-91, approximately 74.9%, or 459 systems, perceived the minority applicant supply as less than needed. While 22.3% or 137 systems felt the supply was sufficient and only 3.1%,or 19 systems perceived the supply of minority applicants to be greater than needed (Figure 9).

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Minority Supply Compared to 1 Year Ago

Considering actual minority applicants for the school year 1994-95 versus school year 1993-94 approximately 26.6%, or 162 systems, felt the number of applicants was the same and adequate while 73.4%, or 447 systems, perceived the number to be the same, yet inadequate (See Figure 8). However, 10.2%, or 62 systems, perceived minority applicants slightly to significantly increased in 1994-95 versus the previous year (1993-94). Eighty-four systems, or 13.8%, perceived a slight to significant decrease in minority applicants.

The minority applicant supply for the same time period remained relatively unchanged in comparison to four years earlier with 72.6%, or 441 systems, indicating the supply as less than needed. Two hundred forty-one systems, or 24.1%, reported the supply as sufficient, and 3.3%, or 20 systems, perceived the minority supply as more than sufficient (Figure 9).

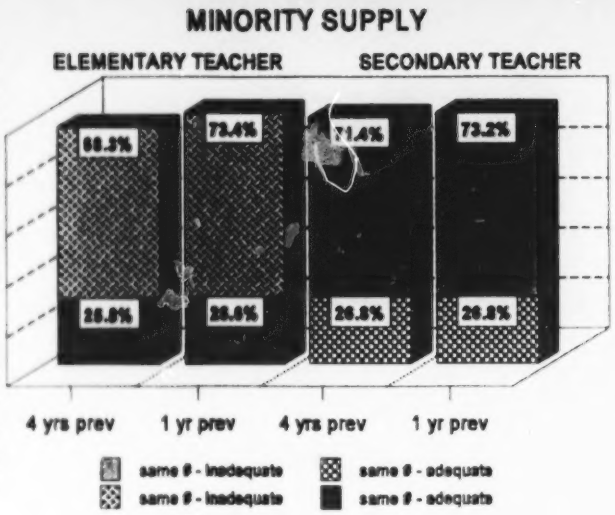

Figure 8

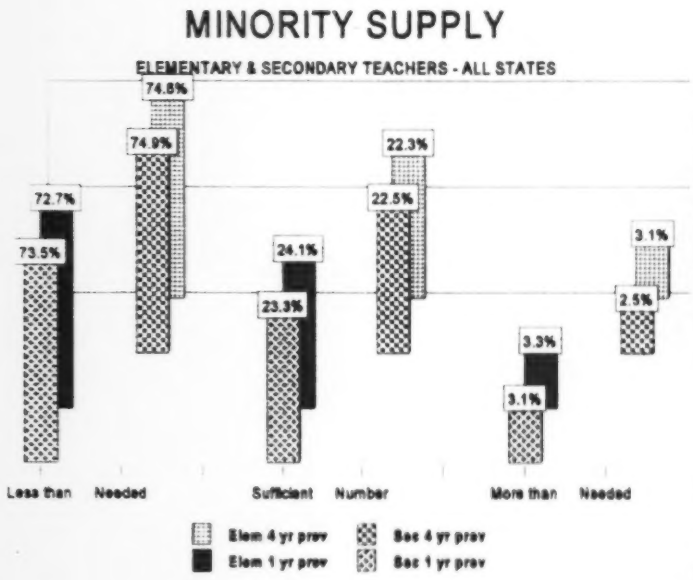

Figure 9

SECONDARY TEACHER

Overall Demand Compared to 4 Years Previous

Overall demand for secondary teachers when comparing school year 1994-95 with school year 1990-91 indicated approximately 13.8%, or 85 systems, perceived employment opportunities to be decreasing. Approximately 36.4% or 224 systems indicated employment opportunities to be more favorable (Figure 6). Three hundred and six or 49.8% of systems responding indicated employment opportunities to be the same.

Overall Demand Compared to 1 Year Previous

Overall demand for secondary teachers, comparing 1994-95 versus one year previous (1993-94) was perceived to be approximately the same for 56.2% or 347 systems. Approximately 13.3 % or 193 systems perceived employment opportunities to be increasing while 12.5% or 77 systems perceived the demand to be decreasing (Figure 6).

Predicted Overall Demand for 1995-96

Concerning the overall expected future demand for 1995-96 based on 1994-95 ninety (90) or 14.5% of respondents indicated the demand as worse-much worse, while 30.2% or 187 school systems perceived the demand as better-much better (see Figure 7). The expected future demand was perceived to be the same by approximately 55.3% or 343 respondents.

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Minority Supply Compared to 4 Years Previous

Considering minority applicant supply for school year 1994-95, compared with 1990-91, approximately 74.9%, or 456 systems, perceived supply as less than needed. While 22.5%, or 137 systems, felt the supply was sufficient, and only 2.5%, or 15 systems, perceived the supply of minority applicants to be greater than needed (Figure 9).

Regarding the number of minority applicants for school year 1994-95 relative to the number four years previously (1990-91), approximately 26.8%, or 161 systems, felt the number of minority applicants was the same and adequate while approximately 71.4%, or 429 systems, perceived the number of applicants in the 1994-95 school year to be the same yet inadequate (Figure 8). However, 19.3% or 116 systems reported a slight to significant decrease in minority applicants in 1994-95 versus 1990-91, four years previous. Fifty-six systems or 9.3% perceived a slight to significant increase.

Minority Supply Compared to 1 Year Previous

The minority applicant supply for the 1994-95 compared to 1993-94, or one year earlier, remained relatively unchanged where 73.5%, or 444 systems, indicated the supply as less than needed, 23.3%, or 141 systems, reported the supply as sufficient, and 3.1%, or 19 systems, perceiving the minority supply as more than sufficient (Figure 9).

Considering actual minority applicants for the school year 1994-95 versus school year 1993-94 approximately 26.8% or 162 systems felt the number of applicants was the same and adequate while 73.2% or 443 systems perceived the number to be the same, (Figure 8) yet inadequate. However, 7.9% or 48 systems perceived minority applicants slightly increased in 1994-95 versus the previous year (1993-94). Ninety systems or 14.9% perceived a slight to significant decrease in minority applicants.

Predicted Future (1995-96) Minority Supply (Teachers and Administrators)

The predicted minority teacher supply was perceived to be approximately the same for elementary (60.4% of systems responding) and secondary (60.5% of systems responding). A decrease in predicted supply was indicated by 26.6% of systems relative to the future supply of secondary teachers and 24.5% of systems regarding elementary teachers. Approximately 12.9% percent of systems indicated an increase in the future supply of secondary teachers while 15.1% predicted an increase in elementary teachers. Essentially the same pattern was predicted for administrators. The predicted future supply for elementary and secondary administrators remained the same, 65.7% and 66.6% respectfully. In addition, approximately 10.6% of systems indicated an increase in the future minority supply for secondary administrators, while 10.4% predicted an increase in supply for elementary administrators.

Minority Teacher & Administrator Supply by State

Following are graphs depicting the predicted supply of minority teachers and administrators for each of the 12 states surveyed. Examination and comparison of perceptions regarding the predicted supply of minorities varies considerably among states.

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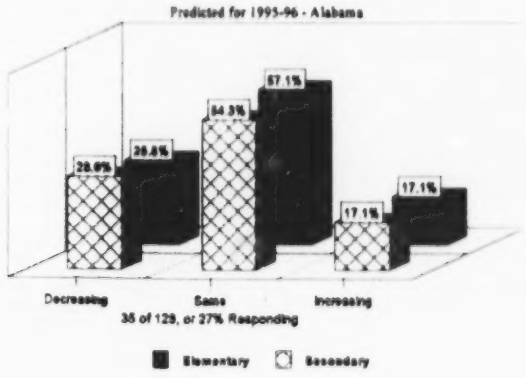

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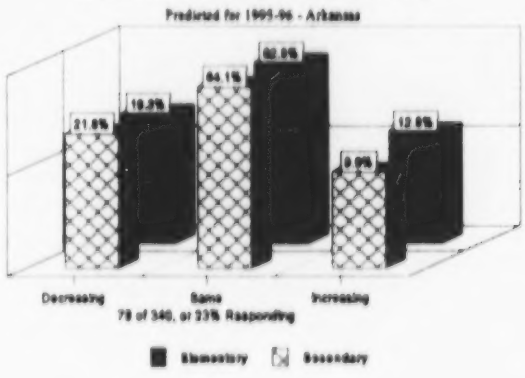

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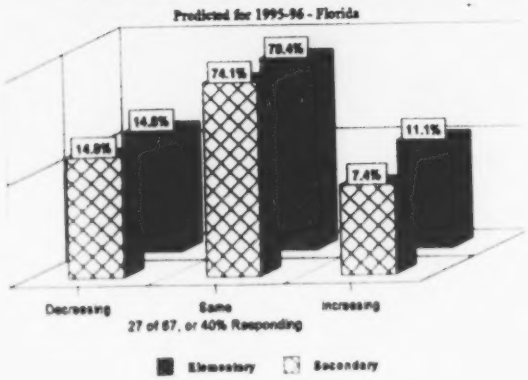

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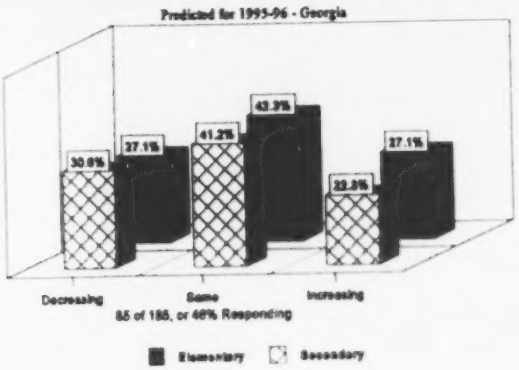

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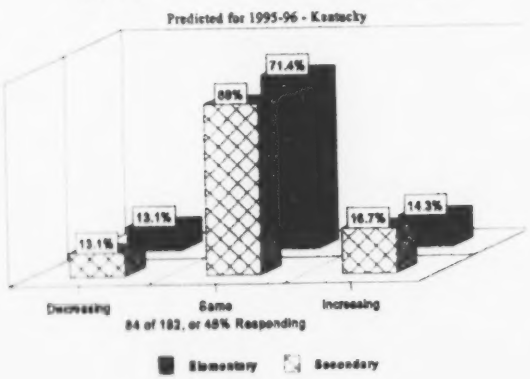

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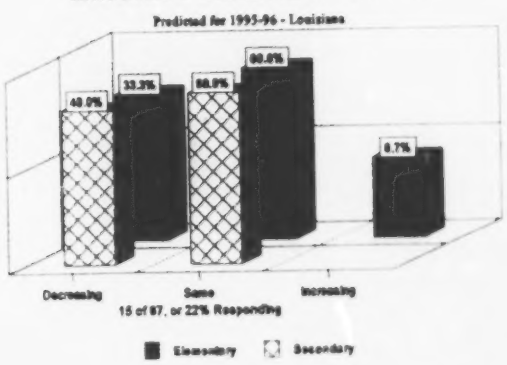

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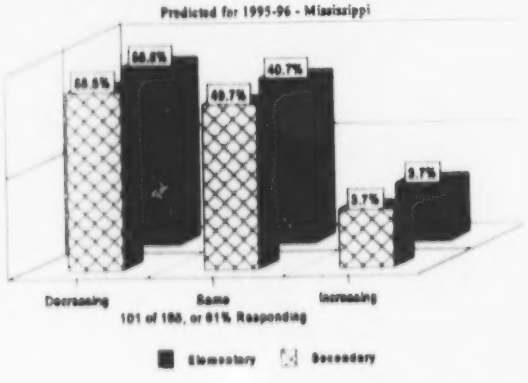

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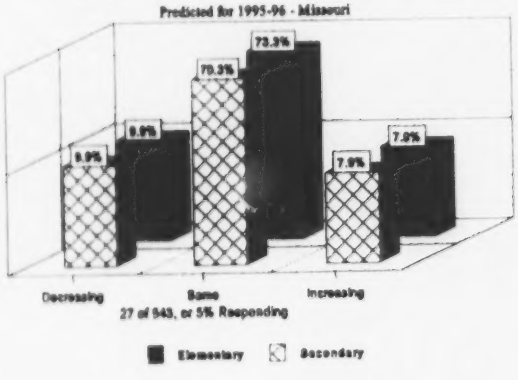

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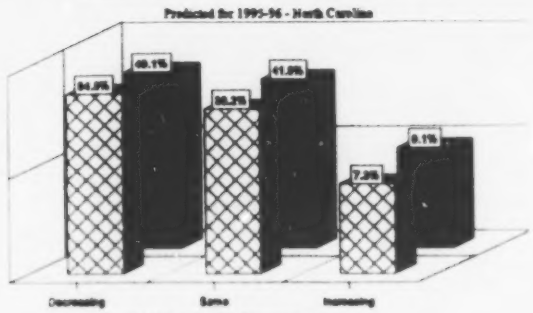
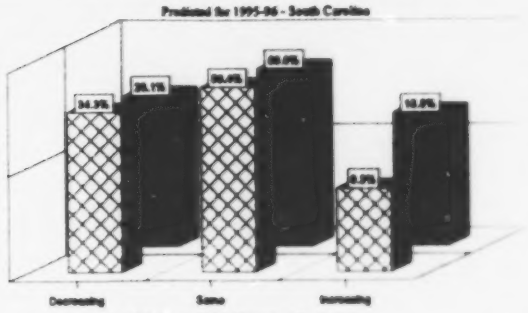


55 of 135, or 41% Responding

MINORITY TEACHER SUPPLY



32 of 114, or 28% Responding

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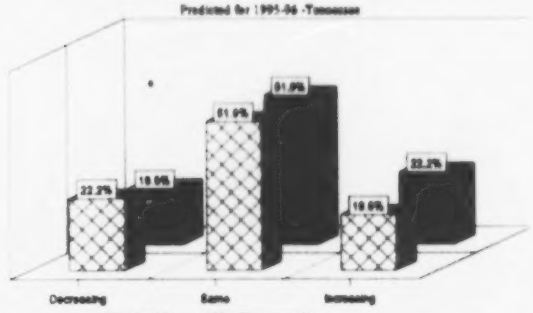
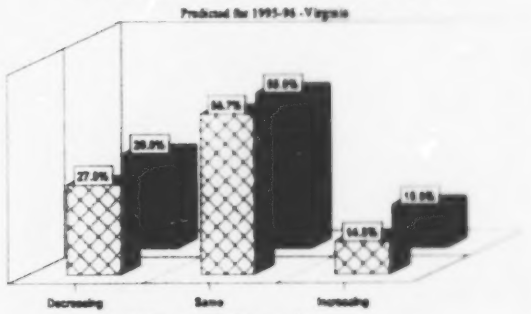


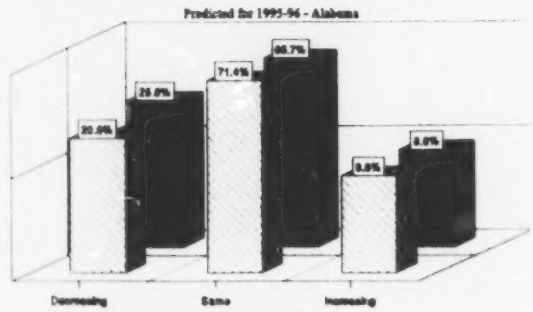
27 of 142, or 19% Responding

MINORITY TEACHER SUPPLY



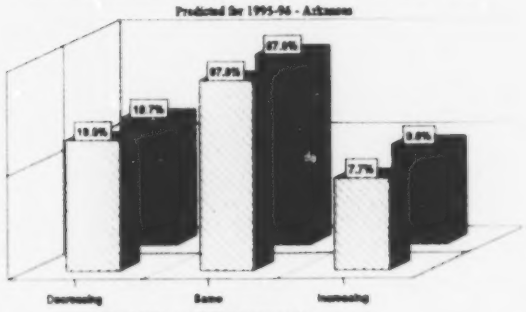
63 of 134, or 47% Responding

MINORITY ADMINISTRATOR SUPPLY



35 of 128, or 27% Responsing

MINORITY ADMINISTRATOR SUPPLY



78 of 128, or 27% Responding

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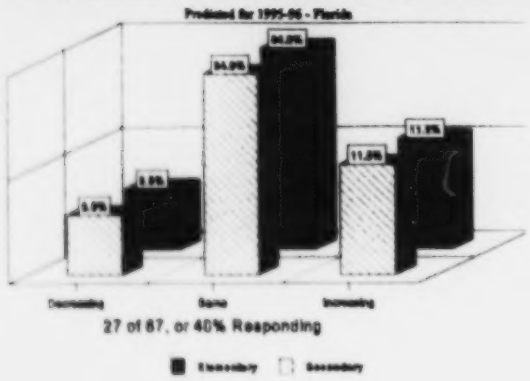
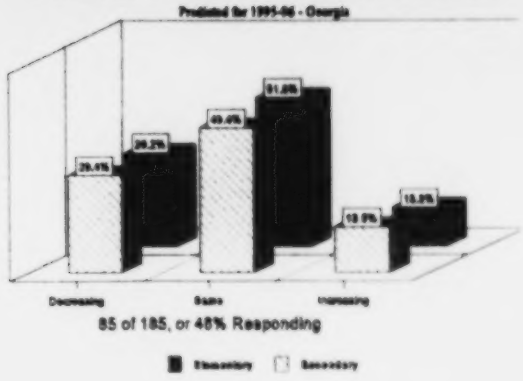
MINORITY ADMINISTRATOR SUPPLY



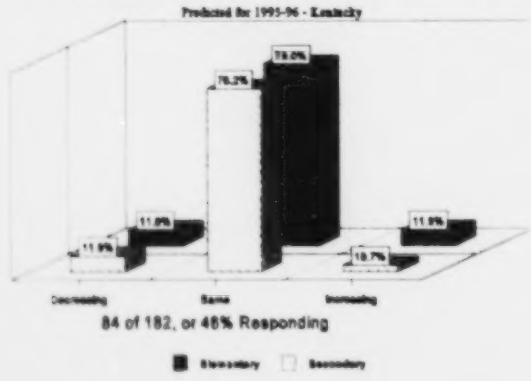
27 of 67, or 40% Responding

MINORITY ADMINISTRATOR SUPPLY



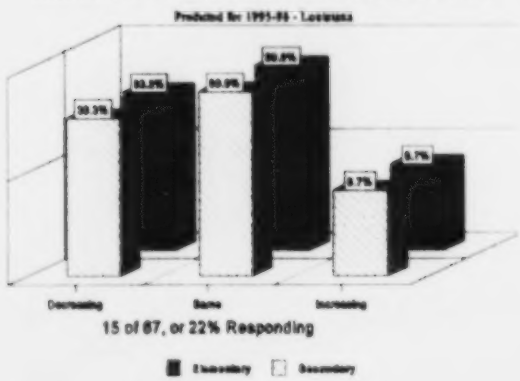
85 of 185, or 46% Responding

MINORITY ADMINISTRATOR SUPPLY



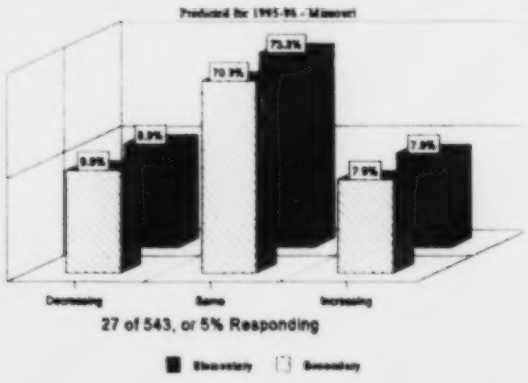
84 of 182, or 46% Responding

MINORITY ADMINISTRATOR SUPPLY



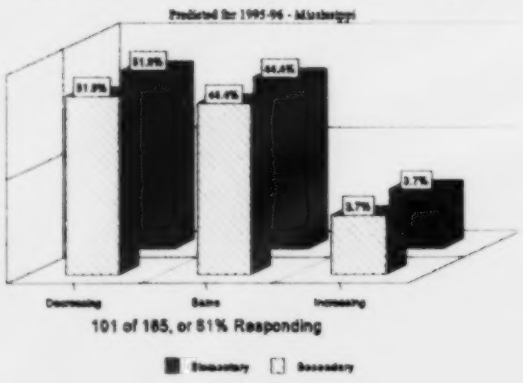
15 of 67, or 22% Responding

MINORITY ADMINISTRATOR SUPPLY



27 of 543, or 5% Responding

MINORITY ADMINISTRATOR SUPPLY



101 of 185, or 51% Responding

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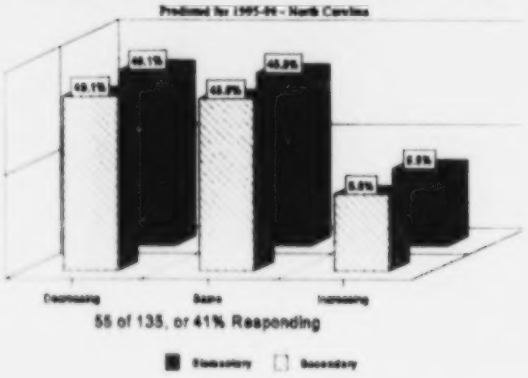
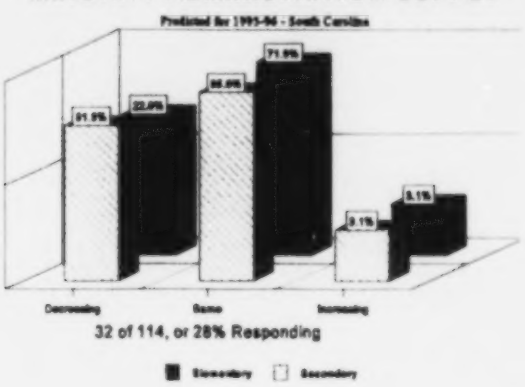
MINORITY ADMINISTRATOR SUPPLY



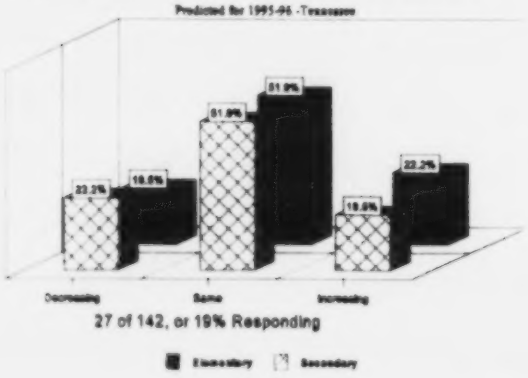
55 of 135, or 41% Responding

MINORITY ADMINISTRATOR SUPPLY



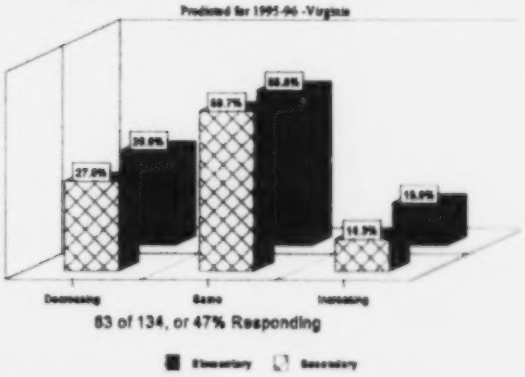
32 of 114, or 28% Responding

MINORITY ADMINISTRATOR SUPPLY



27 of 142, or 19% Responding

MINORITY ADMINISTRATOR SUPPLY



83 of 134, or 47% Responding

THE 12 STATES PARTICIPATING

One Way ANOVA

Examination of data acquired from the application of a number of one way ANOVA measures showed a significant difference for school systems ranging in size from 1-999 (small) to 1000-4999 (medium) relative to elementary teacher minority supply from years previous. This was also evident for elementary and secondary minority administrators and secondary minority teachers.

Data analysis upon application of one way ANOVA showed a significant difference (.05 level) relative to perceptions of supply of elementary minority teachers (see table 2) and administrators (see table 3), as well as secondary minority teachers (see table 4) and administrators (see table 5) in 1994-95 versus 1990-91, according to size of district, ranked by small (1-999 students), medium (1000-4999), and large enrollment districts (5000+).

Perceptions of Supply of Elementary Minority Teachers Relative to 1994-95 compared to 4 Years previous (1990-91) according to size of School District Enrollment

Source of variation	Degree of freedom	Sum of squares	Mean Squared	F
Between Groups	2	11.4456	5.7228	5.1727*
Within Groups	543	600.7384	1.1063	
Total	545	612.1850		

Table 2 * significant @ .05 level

Perceptions of Supply of Elementary Administrators Relative to 1994-95 compared to 4 Years previous (1990-91) according to size of School District Enrollment

Source of variation	Degree of freedom	Sum of squares	Mean Squared	F
Between Groups	2	16.5396	8.2698	8.6568*
Within Groups	535	511.0812	.9553	
Total	537	526.6208		

Table 3 * significant @ .05 level

Perceptions of Supply of Secondary Minority Teachers Relative to 1994-95 compared to 4 Years previous (1990-91) according to size of School District Enrollment

Source of variation	Degree of freedom	Sum of squares	Mean Squared	F
Between Groups	2	17.0858	8.5429	8.4393*
Within Groups	540	546.6305	1.0123	
Total	542	563.7164		

Table 4 * significant @ .05 level

Perceptions of Supply of Secondary Minority Administrators Relative to 1994-95 compared to 4 Years previous (1990-91) according to size of School District Enrollment

Source of variation	Degree of freedom	Sum of squares	Mean Squared	F
Between Groups	2	14.2193	7.1096	7.4703*
Within Groups	534	508.2165	.9517	
Total	536	522.4358		

Table 5 * significant @ .05 level

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Minority demand for 1994-95 compared with 1993-94 upon application of one way ANOVA was analyzed according to size of district verses perceptions regarding elementary and secondary minority teachers and administrators. Table 6 shows a statistical difference between secondary minority administrator demand and size of district related to demand for 1994-95 compared with 1993-94.

Perceptions of Demand for Secondary Minority Administrators Relative to 1994-95 compared to 1 Year previous (1993-94) according to size of School District Enrollment

Source of variation	Degree of freedom	Sum of squares	Mean Squared	F
Between Groups	2	2.6036	1.3018	2.0946*
Within Groups	552	343.0828	.6215	
Total	554	345.6865		

Table 6 * significant @ .05 level

Data analysis applied to perceptions relative to elementary and secondary minority teachers, as well as elementary minority administrators, showed no significant difference regarding size of school district. Considering demand for 1994-95 compared with four (4) years previous and size of district, one way ANOVA indicated no significant difference among groups (elementary and secondary minority teachers; elementary and secondary minority administrators).

Data analysis upon application of one way ANOVA showed no significant difference concerning perceptions of expected minority demand and the future 1995-96 year according to size of school district.

Interestingly, the minority supply was perceived to be adequate by a larger percentage of school systems when comparing 1994-95 with four (4) years and one (1) year previous. Also, more school systems albeit small in number indicated a greater minority supply than needed. Thus, minority supply is showing evidence of beginning to be a function of choice rather than a function of increased productivity of colleges of education. Just as individuals are striving to be more marketable and attractive to their next employer school systems should improve their marketability and attractiveness to their next employee.

FACTORS IMPACTING NEW TEACHER HIRING

As you can observe in Figure 11, numerous influences come into play in the marketplace for educators each year. Among 13 factors that may impact teacher employment opportunities, respondents perceived the following to have the most impact: (1) Routine Retirement, (2) Enrollment Shifts, (3) Limited English Proficient Students, and (4) Population Shifts. Other factors having the next greatest impact in hiring new teachers included: (1) Early Retirement, (2) Legislative Mandates, (3) Class Size, and (4) Private/Home Schooling. Postponed retirement and military demobilization were perceived as not impacting new teacher hiring in 1995-96 any more than in previous years. Likewise, state and local funding were perceived as not having any greater impact than previous years, with federal funding having less impact than local and state funding.

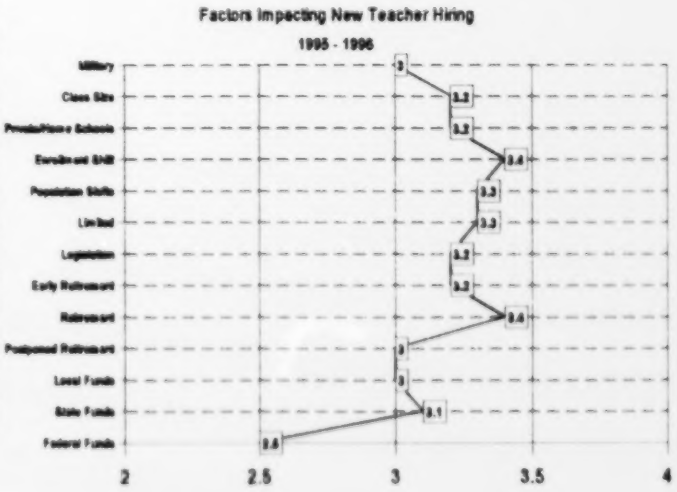

Figure 11

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CONCLUSIONS

Minority supply, whether teacher or administrator, elementary or secondary, remains to be inadequate among a large number of school systems. However, some school systems perceived minority supply to be adequate. This perception was evident among school systems concerning elementary and secondary administrators more than elementary and secondary teachers.

Predictions for 1995-96 by employers relative to demand for minority administrators indicated a larger percent of systems foresaw the demand for minority elementary administrators as improving. Regarding prediction relative to minority teachers, employers indicated improvement for secondary teachers. Furthermore, more employers perceived the supply of secondary teachers as "more than needed" one year previous versus four years previous.

Predictions including all states combined relative to minority supply of administrators and teachers for the future (1995-96) showed essentially a similar pattern. However, the largest percent indicating a decrease in future supply was predicted for secondary minority teachers. On the other hand, data relative to employment opportunities in general showed the greatest predicted improvement to be the demand for minority secondary teachers.

Minority teacher supply showed greater variability than minority administrator supply relative to perceptions of supply as "less than needed" and "sufficient" and "more than needed." Perceptions regarding "more than needed" relative to minority administrators were similar to perceptions regarding minority teachers. A noticeable decline in the percentage of respondents perceiving the supply of minority administrators as "less than needed" was evident when compared with teacher supply. A corresponding increase in the percentage of systems viewing the minority supply as sufficient was also noted.

School systems indicating the minority teacher supply was the same yet inadequate showed an increase in percentage regarding one year previous compared with four years previous. Interestingly, however minority supply was perceived to be adequate by approximately the same percentage of school systems when comparing 1994-95 with four years and one year previous. Also some school systems, albeit, small in number indicated a greater minority supply than needed for both administrators and teachers. Thus, minority supply, in such cases, showed evidence of beginning to be a function of choice rather than a function of increased productivity of colleges of education. Just as individuals are striving to be more marketable and attractive to their next employer, school systems should improve their marketability and attractiveness to their next employee.

Demand in general as perceived by respondents seemed to indicate opportunities for employment continue to be as good as previous years for elementary teachers, elementary administrators and secondary administrators while secondary teaching opportunities tended to be slightly more improved over the past.

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